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The Role Courses (Activities) In Developing Creative Acceleration of The Students At Taibahu University In Saudia Arabia

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Abstract

The study aimed at identifying the role of the talent and creative courses (activities) in developing the creative acceleration of the student in tabiah university. it also attempted to recognize the role of gender,faculty,average and level,In developing their creative acceleration. The study sample consisted of 121 students who studied in order to achieve the study objectives a 20item questionnaire was consistency were validated.

The results of the study showed that the overall score for students' assessment of the role of the talent and creativity (activities) course in the development of creative acceleration is high and with an arithmetic average of (4.5). The results also showed a statistical significance in the students 'assessment of the role of the activities scheduled in the development of creative acceleration at Taibah University in Saudi Arabia due to the gender variable for the male and the rate variable In favor of the higher rate, the results also revealed that there is no statistical significance for the college variable and the level variable in assessing students for the role of scheduled activities in the development of creative acceleration at Taibah University in Saudi Arabia. It is also recommended the necessity of forming a review committee within colleges to follow up and evaluate curricular activities in light of the need to develop creative acceleration with students.

KeyWords: Talent, Creativity, Creative Acceleration Talent and Creativity Courses, Almadinah Program.

Introduction

Attention to talent and creativity in our time represents a great challenge in our Arab societies, Taiba University seeks to support talent and creativity, and based on its vision, the study contributes to highlighting the role of the talent and creativity rapporteur in the development of creative acceleration

Great challenges we are facing in the era of the Fourth Industrial Revolution, which impose on us many changes in the nature of university courses, their activities and the way they are addressed

The task of education is no longer the acquisition of educational material, indoctrination, and filling minds with information, but rather the development of the skills of obtaining and employing them, generating new knowledge, and using those skills not only in the field of study, but also in the life situations that confront him in his daily life. Then reconsidering the educational educational process, and as a consequence the starting point is the responsibility placed on the shoulders of educational institutions and the tool for its implementation, which is the school (Afifi, 2006).

Many educators believe that creative work actually means inventing something new about the subject in which we create anything different from what the mind is accustomed to or the prevailing thinking of traditional developments and solutions (Abdel-Aal, 2014).

The educational system in any university must prepare for and adapt to the industrial revolution and make universities a place for creating creativity and production by allowing students to engage in activities that enable students to be creative (Al-Dahshan,2019)

The need for the education system to respond for the challenges of the revolution is necessary due to its strong impact in various aspects, which is reflected in the fact that there will be an urgent need for fundamental changes in the curricula and its activities, which necessitates a review of the curricula.

Accordingly, the characteristics of the Fourth Industrial Revolution are the escalation of the role of creativity and innovation, as the close link between education and the Fourth Industrial Revolution and keeping pace with the study,just as the Fourth Industrial Revolution brought about fundamental changes in the way of learning, there will inevitably be changes in curricula and curricula

Statement of the problems

In an era whose slogan is either innovation or extinction, institutions and companies have become competing to attract creative cadres for survival, and it has become an inevitable necessity that the outputs of higher education be qualified with high and rapid creative capabilities to suit the challenges of the labor market. Taibah University (Faculty of Education - Department of Special Education) was distinguished by offering a course Giftedness and creativity as a free subject in an effort to support talent and creativity among university students.

The current study examined the role of the talent and creativity course (activities) and the role of some variables in the development of creative acceleration among students of Taibah University in the Kingdom of Saudi Arabia.

Significance of the study

The importance of the study stems from the fact that it contributes to the development of the educational process and in the development of curricula in accordance with modern trends in building academic curricula, as it helps curriculum planners to include courses for activities that seek to develop creative acceleration.

Objectives of the study

1-Recognizing the role of the decision-maker for talent and creativity (activities) in developing creative acceleration among students of Taiba University in Saudi Arabia.

2-Identify the role of each of the study variables (gender, college, rate, level) in developing creative acceleration among students of Taiba University in Saudi Arabia.

Study questions

1-What is the role of the talent and creativity course (activities) in developing creative acceleration among students of Taiba University in Saudi Arabia?

2-Are there statistically significant differences in the average grades of the students 'assessment of the role of the talent and creativity course (activities) in the development of creative acceleration due to (gender, college, average, academic level)

Study hypotheses

1-There are no statistically significant differences in the average grades of the students 'assessment of the role of the talent and creativity course (activities) in the development of creative acceleration due to gender

2-There are no statistically significant differences in the average grades of the students 'assessment of the role of the talent and creativity course (activities) in the development of creative acceleration due to the college

3-There are no statistically significant differences in the average grades of the students 'assessment of the role of the talent and creativity course (activities) in the development of creative acceleration due to the average

4-There are no statistically significant differences in the average grades of the students 'assessment of the role of the talent and creativity course (activities) in the development of creative acceleration due to the academic levelStudy methodology

5-The researcher used the descriptive and analytical approach. Data and information were collected on the course's role in developing creative acceleration for students from Taiba University in Saudi Arabia, analyzing them, drawing conclusions and comparing them with the educational literature related to the topic.

Definition of Terms

Giftedness and Creativity Course

The researcher defines the Giftedness and Creativity course as a set of theoretical and practical educational study topics related to talent and creativity and taught by students at Taibah University as a free subject according to the two-units system. Talented and creative

Creative Acceleration

The Creative Acceleration is based on the idea of using the time of completion to measure how well the task was mastered, The Creative Acceleration Strategy used to improve the creative thinking abilities, itscreated by Abdeen.

AL-Madinah Program

AL-Madinah Program was designed by Abdeen and Zuri atUniversity of Science Malaysia, and it is defined as a group of organized and objective strategies based on the theories of concurrent thinking, successful intelligence theory, and brain-based learning theory. The AL-Madinah Program is comprised of three strategies: creative acceleration; exploitation; and synchronization.

Talent

An unusual willingness, ability, or outstanding performance in one or more of the areas valued by society, especially in the areas of mental excellence, innovative thinking, and special skills and abilities.

Creativity

creating something of unparalleled quality and perfection, where this thing is an unprecedented innovation.

Study limitations

The study is determined by researching the role of the talent and creativity course in developing creative acceleration among Taibah University students, during the second semester of 2019-2020

study variables

The independent variable: gender, college, average, level

Dependent variable: It is represented in the response of the study sample members to the performance of the study, which is related to measuring the role of the talent and creativity course (activities) in developing creative acceleration among students of Taibah University.

Creative Acceleration Strategy

Creative Acceleration Strategy created by Dr.samar Abdeen in 2015 at the University of Science Malaysia (Abdeen, 2021), Dr. Abdeen developthe strategy after conducting more practical applications, applied research, and scientific studies until the strategy came out with its developed version2020, after conducting experiments and extensive scientific research and development that continued for successive years, punctuated by practical applications in schools, universities and institutions (Abdeen, 2020).

The Creative Acceleration Strategy is founded on the idea of measuring task mastery by the time it takes to complete it. As a result, the time it takes a person to solve an issue indicates whether or not that person is ready to advance to the next level of competence. Knowing how long it will take to accomplish a task aids concentration and focus.This is because a variety of creative thinking skills, such as fluency, are time-dependent (Abdeen,2020).

The Creative Acceleration Strategy focuses on utilizing job completion time as a metric for measuring performance. The time it takes to complete a given task is then used to determine a person's skill level and indicate whether or not they are ready to progress to the next level of the program.The goal of the Creative Acceleration Strategy is to use training and repetition to enhance and speed up rendering within a set time frame. The repetition of activities can aid in completing abilities in less time, resulting in increased performance (Abdeen&Zuri,2015).

Identifying the task or creative skill (i.e., fluency, adaptability, and originality) that needs to be expedited is what Abdeen(2016) are doing.

Identifying an appropriate time for performing the work, monitoring the individual, and noting the waste time component of the task;The preceptor or observer must decide if the time is being squandered owing to a lack of attention, a desire for knowledge, or simply due to natural or superficial circumstances (e.g., exhaustion), To accelerate the process, address the imbalance with repetition and an emphasis on time reduction.

The mind may be educated by activities that can improve the level of brain talents to their greatest potential, according to creative training programs (Torrance, 1993). The brain is one of those muscles that gets better with practice (Jamal, 2014).

When assessing a person's ability, keep in mind that this evaluation represents the individual's ability at a certain period (test time), and that these skills evolved with time and may be altered and improved.Accordingly, many research efforts were aimed to find programs that help people increase their abilities by training (Abdeen, 2009).

Previous studies

Al-Jadi’s study (2012), entitled: University Curricula and its Role in the Formation and Development of the Leading Personality The study aimed to clarify the role of university curricula in the formation and development of the leadership personality, and to identify the most important university obstacles in the formation and development of the leadership personality, and to develop appropriate solutions to these obstacles, and the study took a number of Previous Arab research and studies looking at university education as a sample for this study To achieve its goals, it adopted the qualitative approach; This is an analysis of the content of what the results of previous studies have evaluated, and the study found a low level of university curricula in most Arab and Islamic countries, as it does not keep pace with the aspirations of societies, and does not provide sufficient expertise and skills in its field, so it is unable to graduate creative leaderships that achieve the aspirations of societies, as well as The results also found that university curricula still need

to be revised, and they are taken from countries that have their own peculiarities without guidance that is in line with the characteristics of the Arab nation and its religion, and some of them are still far from scientific and technological progress, and many of them still focus on the scientific material that is presented only Without looking at other aspects of the curriculum in terms of experiences, skills, and preferences

Karkockiene study (2005) The study aimed at the possibility of training in the development of creativity when qualifying teachers in education through the education program at Vilnius University, and to survey the creativity of students, and to evaluate the effectiveness of the program on developing their creativity, as the study sample consisted of students of the Faculty of Education at Vilnius University. In order to achieve the objectives of the study, a training program was developed for the development of creativity, and thus the results showed a positive effect after the completion of the implementation of the program. The students 'answers indicated the program's contribution to developing their creative abilities towards education, and the study recommended the necessity of reconsidering university education in order to enhance the best conditions for developing creative abilities. It also recommended the need for change in educational systems to develop creative talents.

(2008) Jennifer ,et.alTitle: Development of Creativity Through the Curriculum

: Three Case Studies in Teaching at the Massachusetts Institute of Technology and Pedagogical Curricula.it aimed to show how faculty members were able to create better conditions for students to learn, and to help students achieve the goal of practicing professional specializations, teaching, effective teamwork, cooperation, creativity, and identifying students' needs to develop their creativity. The results showed: The lack of reforms made in the education system to develop creativity, and also showed the weakness of communication and teamwork among students, thus the study recommended the need to focus on cooperative and group learning processes, because of its importance in developing creativity among students, and it also recommended focusing on technological means in Education, and its introduction into the curriculum

Hammoud's study (2008) The study aimed to identify the obstacles facing creative students in Jordanian universities. The study used the descriptive and analytical approach and the researcher constructed a questionnaire. The study sample consisted of 73 students selected by the ardent method from the Jubilee schools in Jordan. The study concluded that the creativity impediments It is represented in the university in terms of the lack of suitable resources, the weakness of the sufficiency and the qualification of the lecturers, the failure of the university to appreciate the talents of the university students, their encouragement and indifference to their creative ideas.

Al-Tahrawi (2006) study aimed to identify the extent of his contribution University professors in stimulating and developing the creative thinking of their students and the most important obstacles to creativity in the Islamic University and standing on the professors 'consent for the creative methods of teaching them. The results concluded that

they encourage creativity upon students, practice it and are satisfied with their creative methods.

Zamel's study (2013) aimed at studying the role of electronic courses (electronic activities) in the development of academic creativity among students of Al-Quds Open University, as well as identifying some variables in the development of academic creativity on a sample of 107 who studied courses using the pattern of electronic activities, the study used a questionnaire composed of Out of 30 paragraphs, the results showed that there were no statistically significant differences due to the variables of Gender, college, number of courses, and computer availability.

Abdeen&Ewies study(2019) aimed at assessing the role of theCreative Acceleration Strategy in enhancingthe creative thinking abilities oftalented students. Quasi-Experimental approacheswere used to examine the effect of theCreative Acceleration Strategyon creative thinking abilities. 60 talented students consisting of were surveyed from the Taibah University in Saudi Arabia. The sampled sixty talented students were divided equally into two groups; control and experimental. Torrance tests were adopted to assess the students' creative thinking abilities in the pre and post-application of the regular Creative Acceleration Strategy. Data were collected usingquantitative (experimental) approach.The findings showed a significant difference between the control and experimental groups (after intervention)with regards to the development of the creative thinking abilities of the students. Also,the findings indicated that the studentsthinking abilities were significantly enhancedafter the application ofCreative Acceleration Strategy. The study confirmedthat creative thinking abilities can beenhanced through specialized strategies directedat the development of creative thinking abilities.

One of the most notable methods for the Al-Madinah program is the Creative Acceleration Strategy. The Al-Madinah program was created based on contemporary educational by Abdeen and Zuri (2015) at University of Science Malaysia.Dr. Abdeen has developed the city's global program through conducting many scientific research and practical and field applications during many years until the developed version of the program came out in 2020.The AL-Madinah Program's scientific model was built around three key components: cognitive processes, emotional processes, and program methods. Three techniques are addressed under the AL-Madinah Program:Synchronization, exploitation, and creative acceleration Students' creative thinking abilities were boosted by implementing program methods through particular exercises (adeen,2017:2020).

The AL-Madinah program comprises sixteen handbooks, each of which is meant to include one 45-minute session. Handbooks focus on certain types of creative thinking skills and use a variety of instructional approaches and resources (Abdeen,2016; Alaswad&Alsharari,2016).

In their study, Alaswad&sharari (2016) attempted to determine the amount of creative talents of gifted students. At the Al-Madinah program, Alaswad and Sharari employed the

creative acceleration method. The findings revealed statistically significant variations in the development of creative thinking abilities.

The results of Aljabab (2016)'s study, which aimed to determine the impact of using the Al-Madinah program, which includes the creative acceleration strategy, on improving the academic achievement level of talented students, revealed significant statistical differences in the growth of the talented student's achievement level.

Furthermore, Abdeen(2016) employed the Almadinah Program's creative acceleration approach to determine the level of creative skills of talented students in her study. The findings revealed substantial statistical disparities in the development of creative thinking abilities.

Alherbawy (2017) was also interested in determining the level of creative talents of gifted students. At the Al-Madinah program, Alherbawy employed the creative acceleration method. The findings revealed substantial statistical disparities in the development of creative thinking abilities.

Study population and sample:

The study population consisted of all Taibah University students who studied the talent and creativity course and who registered in the first semester (2019-2020), and their number is (150), and the questionnaire was distributed to them electronically. (121) students responded, including (44) students, and (77) A student according to Table No. (1).

Table No. (1) Distribution of study sample members according to gender and college**variables**

College **Gender**	scientific	human	total
Male	18	26	44
Female	37	40	77
Total	55	66	121

They were divided in terms of academic average into three sections, and the following table No. (2) shows their numbers according to the average

Table No. (2) Distribution of study sample members according to the average variable:

The average	Number

3 : 2	14
4 :3	34
5 :4	73
Total	121

In terms of academic level, students were from the higher levels (eighth and seventh), intermediate levels (sixth and fifth) and lower levels (fourth, third and second) as follows:

Table No. (3) Distribution of the study sample members according to the level variable:

The level	Number
Higher levels	48
Intermediate levels	34
Lower levels	39
Total	121

Instrument:

The study used a questionnaire to measure the role of the talent and creativity course in the development of creative acceleration among students of Taibah University, which numbered (20) items.

Where the researcher prepared the research tool (the questionnaire) and developed it after reviewing the educational literature and related studies, and based on the available information, he used this questionnaire to collect the necessary data to reach the results. The questionnaire is appropriate to the sample in terms of language and clarity of what the paragraphs are asking about.

Reliability test

The study tool was presented to eight academic referees who hold a PhD degree and have experience in this field of talent, creativity, curriculum, teaching methods, measurement and evaluation. In order to validate the questionnaire,

Based on the referees' directives and their observations in terms of correct language formulation, modification of some paragraphs and adding paragraphs to some axes, the questionnaire came out in its final form, which included (20) paragraphs.

Internal consistency

To calculate the internal consistency validity, the correlation coefficient between the degree of each items and the degree of the scale as a whole was calculated on a sample of 30 male and female students on an exploratory sample other than the study sample. Table (4) shows this

Table (4) The internal consistency validity table of the scale

Items	The degree of correlation with the degree of the scale as a whole	Sig
item 1	.402*	.010
Item 2	.494**	.001
Item 3	.675**	.000
Item 4	.629**	.000
item 5	.630**	.000
item 6	.756**	.000
item 7	.774**	.000
Item 8	.827**	.000
item 9	.663**	.000
item 10	.772**	.000
item 11	.814**	.000
item 12	.823**	.000
item 13	.812**	.000
item 14	.693**	.000
item 15	.613**	.000
item 16	.757**	.000
item 17	.692**	.000
item 18	.682**	.000
item 19	.511**	.001
Item 20	.729**	.000

It appears from the table that all items of the scale are characterized by a statistically significant correlation at the level of 0.01 with the degree of the scale as a whole, which confirms the sincerity of the internal consistency of the scale

Scale reliability:

The stability of the scale was calculated by calculating Cronbach's alpha reliability coefficient for each of the domains of the scale and the total of the scale as a whole for 30 male and female students on an exploratory sample other than the study sample. The reliability coefficient was 0.94. The reliability was also calculated using the half-

segmentation, and the Gutman's coefficient of reliability was 0.88, which is an acceptable reliability coefficient for such The current study.

The reliability was also calculated when deleting each individual item, and the following table (5) shows

Table (5) The reliability of the scale by calculating the reliability coefficient Alpha Cronbach

Table (5) showed that the scale enjoyed a high degree of reliability when any of the items were deleted, which indicates the reliability of all the items of the scale

item	Alpha if item deleted	Item	Alpha if item deleted
Item1	.941	Item11	.935
Item2	.941	Item12	.935
Item3	.937	Item13	.935
Item4	.939	Item14	.937
Item5	.938	Item15	.938
Item6	.936	Item16	.936
Item7	.936	Item17	.937
Item8	.934	Item18	.938
Item9	.938	Item19	.942
Item10	.936	Item20	.936

Study results and discussion:

To answer the first question of the study, which states: What is the role of the talent and creativity course (activities) in developing creative acceleration among students of Taibah University in the Kingdom of Saudi Arabia?

The mean and standard deviation of the study sample scores were calculated on the scale and the following weighted average was calculated:

1- from (1) to (2.33) low.

2- from(2.34) to (3.66) average.

3- from(3.67) to (5) high.

The following table (6) shows these results:

Table (6) Calculation of the means and standard deviation of the scores of the study sample on the scale

Item	Number	mean	Std deviation	degree
Item1	121	4.7603	.53268	High
Item 2	121	4.4959	.73171	High
Item 3	121	4.6281	.62092	High
Item 4	121	4.4628	.70759	High
Item 5	121	4.5372	.67133	High
Item 6	121	4.4298	.79400	High
Item 7	121	4.4959	.69671	High
Item 8	121	4.5124	.69661	High
Item 9	121	4.6281	.68474	High
Item 10	121	4.5372	.76421	High
Item 11	121	4.3140	.84689	High
Item 12	121	4.4215	.79322	High
Item 13	121	4.4380	.79470	High
Item 14	121	4.4132	.78177	High

Item 15	121	4.5289	.65922	High
Item 16	121	4.4463	.80571	High
Item 17	121	4.5868	.62808	High
Item 18	121	4.4132	.74910	High
Item 19	121	4.4380	.81540	High
Item 20	121	4.5289	.71966	High
the scale as a whole	121	4.5	0.53	High

It appears from the previous table that the talent and creativity course (activities) has a high role in the development of creative acceleration among students of Taibah University in the Kingdom of Saudi Arabia from the students' point of view. One study included many of these activities, all of which had a high role in developing the students' creative acceleration

To answer the second question: Are there statistically significant differences in the average scores of students' assessment of the role of the talent and creativity rapporteur due to gender, college, average and level?

hypotheses were formulated to verify the validity of the first hypothesis:

1- There are no statistically significant differences in the average scores of students' assessment of the role of the talent and creativity course due to gender

To verify the validity of this hypothesis, the mean and standard deviation for the scores of males and females were calculated, and the scores were as follows:

Table (7) Calculation of the mean and standard deviation of the gender variable

Average score	Gender	number	mean	Std deviation
Average score on the scale as a whole	male	44	4.3239	.64892

Average score	Gender	number	mean	Std deviation
Average score on the scale as a whole	male	44	4.3239	.64892
Average score on the scale as a whole	female	77	4.6019	.42762

It appears from the previous table that there are apparent differences between the degrees of males and females, and to find out whether they are statistically significant or not, a t-test was conducted for two independent samples, and the result was as follows:

T value	Degree of freedom	Alpha level
-2.837-	119	.005

The table shows that there are statistically significant differences in favor of males, as the average of males is 4.6 higher than the average of females 4.3. This is due to the fact that many of the activities designed for the talent and creativity course can be practiced by male students outside the university in an open field through which they can interact with society and external influences, which contributes More and more in the development of creative acceleration, while the female student may practice most of the activities within the university environment, which reduces the chance of her exposure to various stimuli

To measure the validity of the second hypothesis, which states:

1- There are no statistically significant differences in the average scores of students' appreciation of the role of the talent and creativity course due to the college

To verify the validity of this hypothesis, the mean and standard deviation of the students' scores were calculated according to the humanities and scientific college, and the scores were as follows:

Table (8) Calculating the mean and standard deviation of the college variable

	college	number	mean	Std deviation
Average score on the scale as a whole	scientific	55	4.4827	.60623
	human	66	4.5159	.46889

It appears from the previous table that there are apparent differences between the students' scores according to thecollege, and to find out whether they are statistically significant or not, a t-test was conducted for two independent samples, and the result was as follows:

t- value	Degree of freedom	Alpha level
-.339-	119	.735

It appears from the table that there are no statistically significant differences due to the difference in the faculty. This is due to the fact that creativity is born with the child and grows and increases by being exposed to different stimuli. With the development of the environment and the openness of knowledge and technology, knowledge and skill became available to the student, so he began to develop himself and strive to coexist with the era of the Fourth Industrial Revolution and with the developments of the times Its fields, which created another source for learning and acquiring scientific and life skills, characterized by creativity, suspense and excitement, which removed the differences between scientific and human specializations in the development of creative acceleration

To measure the validity of the third hypothesis, which states:

1- There are no statistically significant differences in the average scores of students' assessment of the role of the talent and creativity course due to the average

The Kruskal and Lass laparametric test was used to identify the presence of differences due to the academic average

Table (9): Calculating the mean and standard deviation of the average variable

The average	Mean rank	Number	Mean rank	Chi square	Degree of freedom	Alpha level
2-3	67.00	14	67.00	9.4	2	0.009
3-4	45.49	34	45.49			
4-5	67.08	73	67.08			

It appears from the previous table that there are statistically significant differences in favor of those with an average of 2-3 and 4-5 at the significance level of 0.05. This is due to the fact that the outstanding students with an average of 4-5 are keen on rapid learning, developing their skills, developing their experiences and acquiring everything that is new, as well as Students with an average of 2-3 and those who get lower than average rates are often naturally gifted, and this has been confirmed by many studies, as many of the gifted do not excel academically, and therefore the gifted already have high abilities in different fields other than the academic field and they are characterized by high creativity. Thus, their distinction helped develop their creative acceleration, and some of them may have creative acceleration as innate abilities

To measure the validity of the fourth hypothesis, which states:

1- There are no statistically significant differences in the average scores of students' appreciation of the role of the talent and creativity course due to the level

To identify the existence of differences attributable to the level, one-way analysis of variance test was used.

Table (10) Calculation of the mean and standard deviation of the level variable

Contrast source	Sum of squares	Degree of freedom	Mean square	Alpha level	f- value
between groups	.604	2	.302	.349	1.061
within groups	33.566	118	.284		

Contrast source	Sum of squares	Degree of freedom	Mean square	Alpha level	f- value
between groups	.604	2	.302	.349	1.061
within groups	33.566	118	.284		
total	34.170	120			

It appears from the previous table that there are no statistically significant differences due to the difference in the level and this is due to the amazing development that the student is experiencing through the era of globalization and the Internet, which contributed to removing many differences in the levels of students in various aspects. Skills and information that do not require a specific level. Everyone is equal in obtaining learning and acquiring knowledge, which eliminated these levels differences in the development of creative acceleration.

Recommendations

1-Designing course activities to take into account the development of creative acceleration

2-Attention to linking course activities to the applied practical aspect

3-Emphasis on the authors of course descriptions from diversifying the activities accompanying the courses to suit the development of creative acceleration

4-The faculty member allows the student to apply evaluation activities that allow the student to develop creative acceleration

5-Forming a review committee within the colleges to follow up and evaluate course activities in light of the need to develop students' creativity acceleration

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